



Name: _____ Date: _____

An Evolving United States Assignment

Understanding Definitions

18 Points - 2 Each

In a sentence or two, define each of the following terms as they relate to this lesson material.

1. the Gilded Age

2. ethnic group

3. regionalism

4. realism

5. slum

6. vaudeville

7. tenement

8. steerage

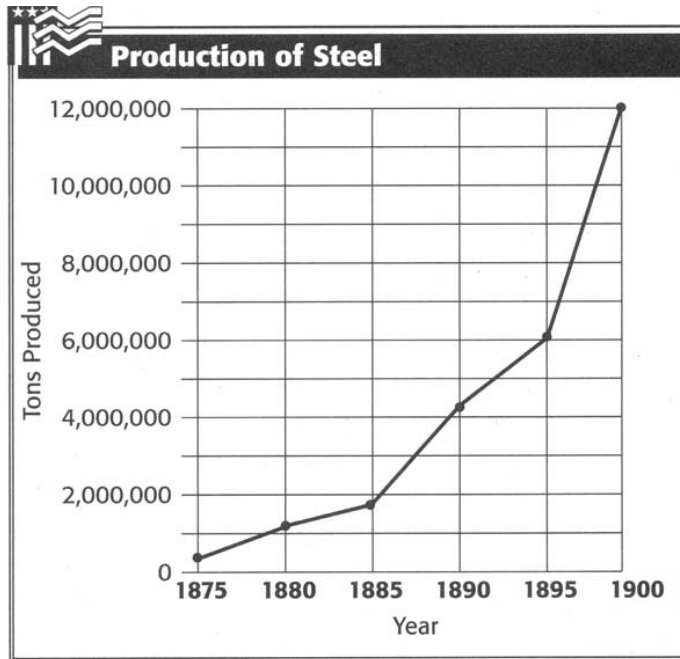
9. suburb

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Reading a Line Graph

7 Points

Line graphs are often used to show changes that have taken place over time. To understand a line graph, first read the information along the bottom, or horizontal axis, and the left side, or vertical axis. To find out the value or amount at a particular time, locate the point on the graph directly above the year or time interval. Then determine the value of that point along the horizontal axis.



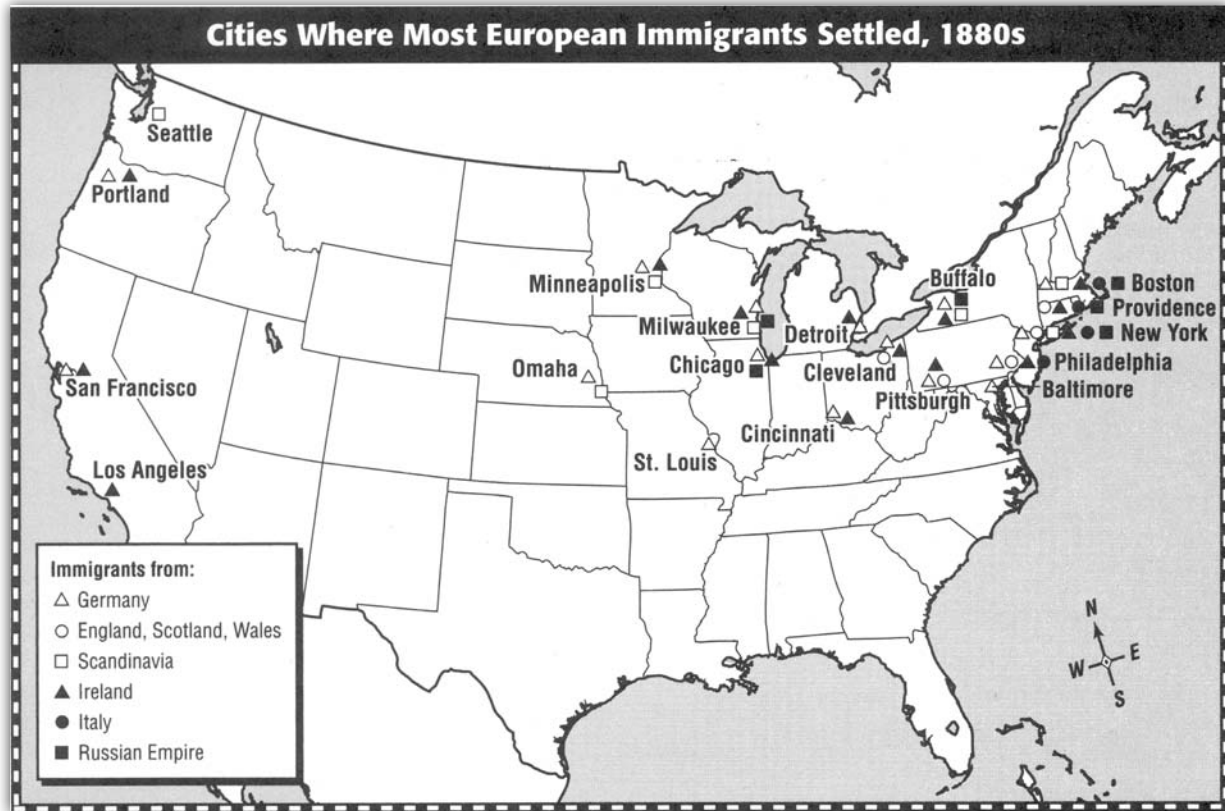
1. What is the subject of this line graph?
2. What is the period of time covered by this graph?
3. In what year was steel production about four million tons?
4. About how many more tons of steel were produced in 1900 than in 1885?
5. During what five-year period did steel production increase the most?
6. What conclusions can you draw about the economy of the United States during the period of time covered by the graph?

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Cities Where Most European Immigrants Settled, 1880s

18 Points

Write your answers to questions 1–4 directly on the map. You may abbreviate, if you wish. Write the answer to #5 in the space provided below.



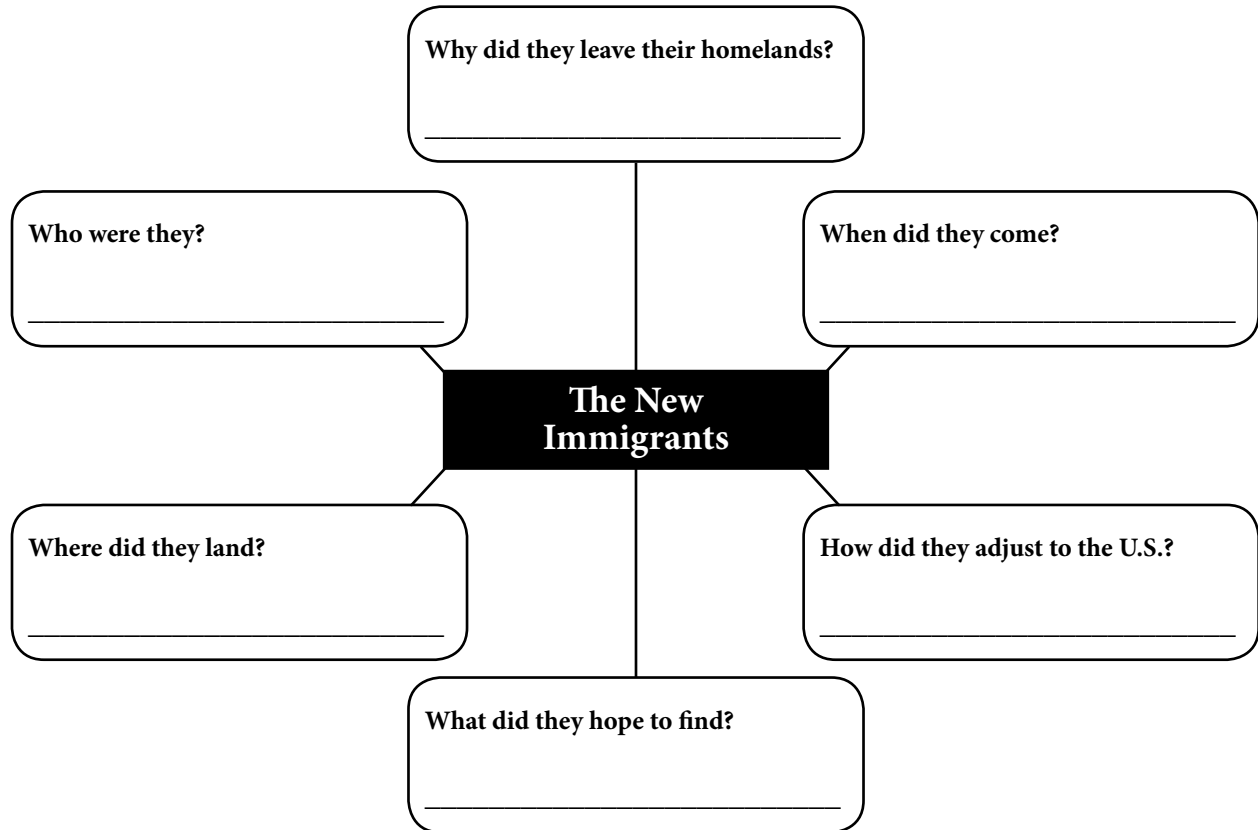
1. Draw a circle around the names of the two cities that received immigrants from the greatest variety of homelands.
2. Underline the names of the four cities that show immigrants from only one country.
3. Determine which two immigrant groups settled in the greatest number of cities. On the map, circle the names of the European countries from which they came.
4. Next to the city, write the names of the immigrant groups that settled in Minneapolis.
5. Why did cities in the Northeast attract such a variety of immigrants?

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Completing the Web

8 Points - 1/2 Each

Create a profile of the new immigrants who came to the United States. Complete the web by writing the numbers of the items that answer each question.



Fact Bank

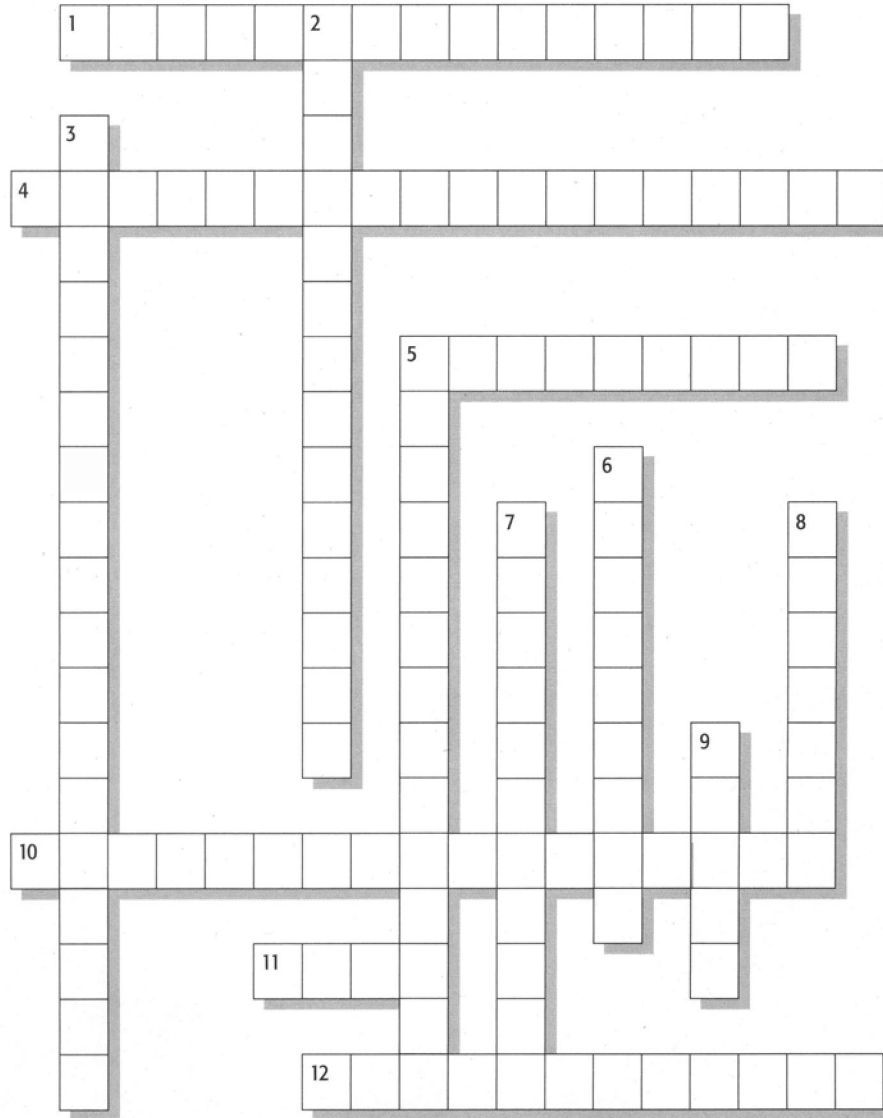
1. Chinese and Japanese
2. plentiful and cheap land
3. tried to preserve culture and assimilate at the same time
4. not enough farmland
5. Parents spoke native language while the children spoke English, too.
6. opportunities and jobs
7. Jobs were scarce.
8. Women in the United States had more freedom, which caused conflict.
9. Ellis Island in New York
10. Italians, Greeks, Russians, Hungarians, Turks, and Poles
11. chance for a better life
12. persecution of ethnic groups
13. Angel Island in San Francisco
14. late 1800s to early 1900s
15. established ethnic communities
16. Mexicans

Continue on next page.

Crossword Puzzle

13 Points

Complete the crossword puzzle about cultural changes in the United States in the late 1800s by writing the term that matches each clue.



Across:

1. football, baseball, basketball
4. schools started after the Morrill Act passed
5. leading spokesperson for progressive education
10. Alabama school founded by Booker T. Washington
11. African American musical form started in New Orleans
12. Luck and Pluck author

Down:

2. donated money for free public libraries
3. one of the first African American writers
5. published World
6. a realist and a regionalist
7. American impressionist painter
8. dominant force in popular music for about twenty years
9. last name of composer of "The Stars and Stripes Forever"

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Fill in the Blanks

14 Points

Fill in the blanks using the words in the Word Bank below.

Word Bank

subway	Salvation Army
YWCA	San Francisco
the Gilded Age	discrimination
skyscraper	middle class
settlement houses	immigrants
Brooklyn Bridge	health
industrialization	tenements

_____ 1.

Growth of Cities

_____ 2.

_____ 3.

_____ 4.

_____ 5.

_____ 6.

Cities in Crisis

_____ 7.

_____ 8.

_____ 9.

_____ 10.

The Changing City

_____ 11.

_____ 12.

_____ 13.

_____ 14.

The world's first (11)___ was a ten-story office building in Chicago. The need for better transportation led to the construction of cable-car lines in (12)___ and the nation's first (13)___ in Boston. Using new construction technology, architects and engineers designed huge steel bridges, such as New York's (14)___, to link sections of cities divided by rivers.

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Monopolies

14 Points

Use the diagram that follows to answer the questions.

Background

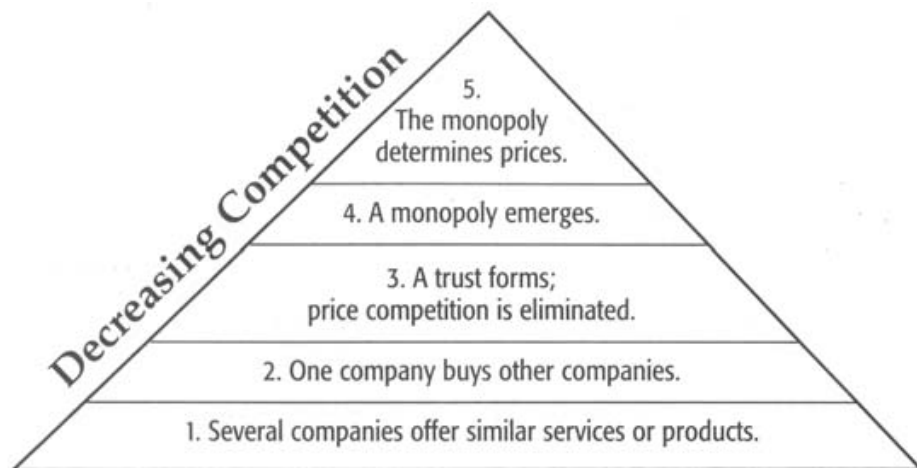
In 1830, the “Best Friend of Charleston,” America’s first steam locomotive pulled a train for six miles along iron track. Its success prompted the building of several more steam locomotives. By 1835, over 1,000 miles of railroad track had been laid, with trains operating in eleven states.

In 1850, the federal government began granting land to railroad companies. By the end of the 1800s, six transcontinental rail lines crossed the United States. Trains brought a new wave of settlers to the West who depended on the trains for their supplies. Trains soon brought huge profits to the few companies that controlled the railways.

The Growth of Monopolies

Competition between businesses occurs when several companies offer a similar service or product. When there are a number of companies competing, the companies keep the cost of that service or product low to attract customers. When several companies come together and are managed by the same board of directors, a trust is formed. Trusts can create monopolies, where a single producer of a good or service has total control of that industry. No competition occurs in a monopoly because there is no other company to force prices lower. The monopoly can then set higher prices than it would if there were competing companies.

The rapid growth of railroads resulted in the rise of both trusts and monopolies in the United States during the late 1800s. The demand for steel railroad track, for example, made Andrew Carnegie wealthy because he owned the mines supplying the raw materials and the factories producing the steel. Business deals resulted in the exclusive use of a few railroads by sugar trusts, oil trusts, and other trusts. The trusts, in turn, paid lower rates for shipping their products. Competition decreased. A few railroads grew rich, and so did the trusts.



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1. How does competition offer the possibility for lower prices for products and services?
2. What is the first step a company might take to eliminate competition?
3. How is competition eliminated by a monopoly?
4. At which level of the pyramid is competition the strongest? The weakest?

The Sherman Antitrust Act

Trusts became very powerful in the late 1800s because the monopolies that formed them controlled both prices and the trade that occurred between the states. Because of their power, it became very difficult to pass antitrust laws. However, Congress attempted to halt control of the trusts in the American economy by passing the Sherman Antitrust Act. This law made it a felony or serious crime to control prices or in some way restrict trade between states. The government used this law to break large trusts into smaller, more competitive companies. For example, in 1911, the federal government used the Sherman Antitrust Act to break the Standard Oil Company into thirty smaller companies.

5. Why were trusts so powerful?
6. What actions were felonies under the Sherman Antitrust Act?
7. Why do you think Congress wanted to limit trusts' control of the economy?